



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

August 4, 2010

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To: Mr. Wayne R. Alford, Superintendent
Jackson Parish School Board

From: Jeanette B. Vosburg, Executive Director *JVosburg*

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 025-111

Title: Jackson Parish Pre-Kindergarten Early
Childhood Education Program

Allocation: \$114,136.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

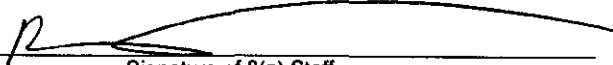

c: Dorothy Dorsey

Jeanette B. Vosburg
Executive Director

Paul Pastorek
State Superintendent

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS State Board of Elementary and Secondary Education 2010-2011

| | | | | | | | |
|---|--------------|--|--------|--|-------------------------|--------------------------------------|--------|
| Agency: | | Jackson Parish School Board | | Parish: | | Jackson | |
| Agency Head: | | Wayne R. Alford | | Project Administrator: | | Dorothy Dorsey | |
| Title: | | Superintendent | | Title: | | Elementary Supervisor | |
| Agency Fiscal Agent/ Budget Contact: | Name | Gloria Moore | | Address: | Street/ P.O. | 315 Pershing Highway P.O. Box 705 | |
| | Title | Business Manager | | | City/ State/ Zip | Jonesboro, La. 71251 | |
| Phone: | | 318-259-4456 | EXT.10 | Phone: | | 318-259-4453 | EXT.27 |
| Fax: | | 318-259-2527 | | Fax: | | 318-259-2527 | |
| E-Mail: | | walford@jpsb.us | | E-Mail: | | ddorsey@jpsb.us | |
| Funding Requested for 2010-2011 (round to the nearest dollar) | | | | Focus Area of Project | | | |
| \$114,136.00 ✓ | | | | Focus Area 1 <input checked="" type="checkbox"/> Prekindergarten programs for at-risk four-year-olds (public systems only) | | | |
| *Are Other Funds to be Utilized in Project? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | If YES, name the source(s) and amount of funds. La 4 \$219,762.00 | | | | | |
| TO BE COMPLETED BY BESE STAFF | | | | | | | |
| <input checked="" type="checkbox"/> Proposal is in compliance with Board guidelines and approval is recommended. <input type="checkbox"/> Proposal is not in compliance with Board guidelines and approval is NOT recommended. | | | | | | | |
| 8/2/10 Date | |  Signature of 8(g) Staff | | | | | |
| <input checked="" type="checkbox"/> Request Approved <input type="checkbox"/> Request Denied | | Assigned Log # 025-111 ✓ | | Date Received in BESE Office <div style="text-align: center;"> RECEIVED JUL 20 2010 </div> Board of Elementary and Secondary Education | | | |
| 8-4-2010 Date | |  Signature of Executive Director | | | | | |

| | | | |
|--|---|--|-----------------------|
| Title of Project (8 words or less) | Jackson Parish Pre-Kindergarten Early Childhood Education Program | | |
| Purpose of Grant (1 sentence) | The purpose of this program is to provide educational activities including parental involvement that will enable at-risk children to succeed in early educational pursuits. | | |
| Number and Description of Students To Be Served | This program will serve 40 at-risk four-year old children in Jackson Parish | | |
| Project Implementation Date (with students) | August 16, 2010 | Project Ending Date (with students) | May 19, 2011 |
| Project Sites and Personnel (List all participating schools and the primary person responsible for implementing the project at each school.) | | | |
| School Site Code (found in School Directory) | School | School-Level Personnel | |
| | | Name | Title/Position |
| 1 025007 | Quitman | Kasie Woods | Teacher |
| 2 025010 | Weston | Emily Gandy | Teacher |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| Proposal Preparation (List school-level personnel involved in the preparation of this proposal.) | | | |
| Name | Title/Position | School | |
| Steve Shovan | Principal | Quitman | |
| Robin Potts | Principal | Weston | |
| Amy Hay | Counselor | Weston | |
| Kasi Woods | Teacher | Quitman | |
| Emily Gandy | Teacher | Weston | |
| Dorothy Dorsey | Supervisor | Jackson Parish | |
| | | | |
| | | | |

Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

Wayne R. Alford

(Print Name of Agency Head)

Wayne R. Alford OKB2

(Signature of Agency Head in blue ink)

7/19/10

(Date)

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Summary Page 1
2010-2011

Funds are to be expended between July 1, 2010 and June 30, 2011.

| Budget Item (Object Code) | Budget \$ |
|---|------------------|
| SALARIES (100) | 91,151.05 ✓ |
| EMPLOYEE BENEFITS (200) | 19,753.06 ✓ |
| PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300) | |
| PURCHASED PROPERTY SERVICES (400) | |
| OTHER PURCHASED SERVICES (500) | 369.75 ✓ |
| SUPPLIES (600) | 2,862.14 ✓ |
| PROPERTY (700) | |
| TOTAL COST (Round to nearest dollar) | 114,136 ✓ |

Note: Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 2
2010-2011

| Object Code | Object Sub-Code | Expenditure Category | Amount Requested |
|-------------|-----------------|--------------------------|--------------------|
| 100 | | Salaries | |
| | 110 | Salaries-Regular | 90,391.05 ✓ |
| | 120 | Salaries-Temporary | 760.00 ✓ |
| | 130 | Salaries-Overtime | |
| | 150 | Salaries-Stipend Pay | |
| | | Object Code Total | 91,151.05 ✓ |

BUDGET NARRATIVE: Provide description of services being proposed: number and title of positions, compensation (full-time salary, hourly rate, daily rate) and function or purpose.

Important

All 8(g) funded teaching positions must be staffed with personnel certified in the area of teaching assignment. List teacher name, certification number, and area of certification for each position funded.

All 8(g) funded paraprofessional positions should be staffed with personnel meeting the highly qualified requirements.

Teacher: Emily Watts Gandy (Certification 44004 Level 1) M.S. in Nursery School & Kindergarten)

Salary: Eighty percent of \$47,901 = \$ 38,320.80. Based on five years of experience and Masters.

Teacher: Kasie Woods (Certification C-16704) B.S. Nursery School & Kindergarten)

Salary: Seventy-five percent of \$ 48,108.00 = \$36,081.00 Seven years of experience

Aide:

Amanda Smith, aide with six years of experience:

Salary Seventy-five percent of \$21,319 = \$ 15,989.25 ✓

Substitutes: For teachers to participate in workshops: 4 * \$75 = \$300.00 ✓

Bus Driver: Four field trips: 4 * \$115 = \$460.00

TOTAL: \$91,151.05 ✓

\$90,391.05 ✓

\$760.00

\$47,901.20

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 3
2010-2011

| Object Code | Object Sub-Code | Expenditure Category | Amount Requested |
|-------------|-----------------|---------------------------------|-------------------|
| 200 | | Employee Benefits | |
| | 210 | Group Insurance | |
| | 220 | Social Security Contributions | |
| | 225 | Medicare/Medicaid Contributions | 1321.69 ✓ |
| | 230 | Retirement Contributions | 18431.37 ✓ |
| | 260 | Workmen's Compensation | |
| | | Object Code Total | 19753.06 ✓ |

BUDGET NARRATIVE: Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

TEACHER

Gandy: 20.2% retirement: $\$38,320.80 \times .202 = \7740.80 ✓
 1.45% Medicare: $\$38,320.80 \times .0145 = \555.65 ✓
 Woods: 20.2% retirement: $\$36,081.00 \times .202 = \7288.36 ✓
 1.45% Medicare: $\$36,081.00 \times .145 = \523.18 ✓

Retirement 7740.80 7288.36
Medicare 555.65 523.18

AIDE

Smith: Retirement: 20.2%: $\$15,989.25 \times .202 = \3229.83 ✓
 Medicare: 1.45%: $\$15,989.25 \times .0145 = \231.84 ✓

3229.83 231.84

SUBSTITUTES

Retirement: $20.2\% \times \$300 = \60.60 ✓
 Medicare: $1.45\% \times \$300 = \4.35 ✓

60.60 4.35

BUS DRIVER

Retirement: $24.3\% \times \$460 = \111.78 ✓
 Medicare: $1.45\% \times \$460 = \6.67 ✓

111.78 6.67
 \$18,431.37 ✓ \$1321.69

TOTAL: \$ \$19,753.06

\$19753.06 ✓

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 6
2010-2011

| Object Code | Object Sub-Code | Expenditure Category | Amount Requested |
|--------------------|------------------------|---------------------------------|-------------------------|
| 500 | | Other Purchased Services | |
| | 510 | Student Transportation Services | 369.75 |
| | 530 | Telephone and Postage | |
| | 550 | Printing and Binding | |
| | 580 | Travel (In-State) | |
| | | Object Code Total | <i>369.75</i> ✓ |

BUDGET NARRATIVE: Provide detailed description of services being proposed: type of service, cost, and justification. Travel: provide reason, purpose, number of persons traveling, cost per person, and itemized explanation of costs.

Transportation for field trips:
Fuel adjustment fees will be \$369.75. ✓

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 7
2010-2011

| Object Code | Object Sub-Code | Expenditure Category | Amount Requested |
|-------------|-----------------|---|------------------|
| 600 | | Supplies | |
| | 610 | Materials and Supplies | 2862.14 |
| | 640 | Textbooks (or allowable textbook substitutes) | |
| | | Object Code Total | 2862.14 |

BUDGET NARRATIVE: Object Sub-Code 610 — Materials and Supplies

Provide a general description of purchases: types of items and justification. (It is not necessary to provide per unit cost.)

Object Sub-Code 640 — Textbooks (or allowable textbook substitutes)

Provide a detailed description of purchases: types of items, per unit cost, and justification.

Supply items to be purchased are:

Snacks and cleaning supplies, P.E. supplies(balls, games, small/large muscle activities), art supplies(colors, paint, paper, camera film), educational software for computers, ink printer, card stock, blank discs, portfolio materials(folders, binders and materials required to make these items), booklets, math curriculum materials(Letter People), and reading/language curriculum materials.

The materials and supplies requested are required to meet classroom management and instructional goals, individual student needs, and meet curriculum standards set for the program.

*as per Drafting
for these items
not needed*

(g) STUDENT ENHANCEMENT BLOCK PROJECTS

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS

Proposal Narrative Form

2010-2011

1. Class Design and Instructors

| a) Student to Teacher Ratio | b) Student to Adult Ratio | c) Total Days of Attendance for Students | d) No. of Instructional Minutes Per Day |
|-----------------------------|---------------------------|--|---|
| 20:1 | 10:1 | 168 | 392/day |

e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.

| | Name | Certification | Certificate # | 8(g) Students Served |
|----|-------------|-----------------------------|----------------|----------------------|
| 1. | Kasie Woods | Nursery School/Kindergarten | c-167004 | 20 |
| 2. | Emily Gandy | Nursery School/Kindergarten | 444004 Level 1 | 20 |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |

2. Overview of Local Prekindergarten Programs

a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.

| Program | FY 2009-2010 Amount of Funding Awarded for PreK Program | FY 2009-2010 Number of Students Served by Each Program | FY 2010-2011 Amount of Funding Requested for PreK Program | FY 2010-2011 Projected Number of Students to be Served by Each Program |
|-------------------|--|---|--|---|
| 8(g) | \$108,992.00 | 31 | \$114,136.00 | 40 |
| Title I | | | | |
| Even Start | | | | |
| Special Education | \$11,823.00 | 3 | \$11,823.00 | 4 |
| Head Start* | | | | |
| REAP | | | | |
| EEF | | | | |
| Locally Funded | | | | |
| LA 4 | \$218,348.00 | 37 | \$219,762 | 40 |
| Others | | | | |

* If district is grantee for Head Start

3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.* Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

| | |
|---|--|
| X | Brigance Pre-School Screen for Three and Four-Year-Old Children |
| | Developmental Indicators for the Assessment of Learning (DIAL-R) |
| | Developmental Indicators for the Assessment of Learning (DIAL-3) |
| | Denver Developmental Screening Test |
| | Early Recognition Intervention Systems (ERISys) |
| | Battelle Developmental Inventory-Screening Test |
| | Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds |
| | *This agency provides universal access. |

Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.

4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students

a) Name of the developmentally-appropriate, research-based Curriculum being used: Creative Curriculum

b) Describe the developmentally appropriate curriculum being used:

The Creative Curriculum will be used to increase chances for future school success for those children with emotional, social, creative, physical and intellectual deficiencies. The curriculum will be developmental appropriate with emphasis placed upon hands-on-activities that enhance language development. This program will be offered at two-school site within the parish, Quitman and Weston. Quitman will house one class with a teacher and aid servicing fifteen students and Weston will house one classes with one teachers and one aids servicing sixteen students. Services at these sites will be provided for 168 school days(65,856 minutes) to 31 children. Each child will be an active participant in-group activities geared to the needs of that particular child. The curriculum will offer activities targeted toward the development of specific concepts and skills in the areas of listening, reading readiness, writing readiness, language readiness, math and number readiness, science and health readiness, music and art. Children assessment will be on going using student portfolios, creative curriculum checklist, observation and participation as tools of evaluation.

c) Describe how the five developmental domains specified in *Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children* being incorporated into the design:

The classroom teacher will design lessons and use content standards as a guide for Pre-K curriculum and assessment. Activities are being developed and will be used throughout the school year to include the areas of program standards. Areas to be addressed will be the physical environment, transportation, group size and ratio, health and safety practices, nutrition and good service, family involvement, staff support, interaction and collaboration

d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:

Parental participation will be encouraged throughout the school year. An open house to introduce the program will be held in the fall of the school year. A workshop will be held in September to help parents become involved in their child's educational process through games and other activities. A workshop will be held in May to share the progress of students and provide activities that parents can share with their children during the summer break. Parents will be encouraged to participate in classroom learning experiences, and be involved in class parties, field trips and special activities. They will be asked to help children at home with extended learning projects. The teacher will guide the parents on student deficiencies as well as enriching activities. The teacher will make individual arrangements to work with parents whose children are having educational problems. Parental correspondence on student performance will be an on-going process during the school year.

e) Describe the classroom environment:

The classroom is arranged into different developmentally appropriate learning centers. The teacher begins with the morning routine then introduces the lesson as whole group. Then the students are dismissed to work individually or cooperatively with each other in learning centers. The teacher and the paraprofessional use this time to work one-on-one with the students on the activities or on-going assessments. Designated times are set aside each day for instructed P.E., free play, nap, breakfast, lunch, snack, and restroom breaks.

f) Describe the outdoor playground environment:

The outdoor playground is a fenced-in area with equipment that helps develop and enhance child's gross-motor and social skills. The playground area includes swings, slides, playhouses, tricycles, balls, basketball goals, and open areas for running.

g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students:

The curriculum will be developed using the following principles required to address the five readiness dimensions.

- 1. Opportunities to hop, skip, jump, stretch, balance, climb, catch, and bend according to the child's developmental level.**
- 2. Manipulation of blocks, wheel and push toys, puzzles, and other games to develop small-muscle and eye-hand coordination.**
- 3. Opportunities to prepare and taste a wide variety of foods, learn healthful foods and discuss proper eating habits.**
- 4. Opportunities to experience many dimensions of size and space.**
- 5. Go on nature walks to observe and explore natural environment.**
- 6. Activities to develop artistic, creative, social, and musical skills.**

Learning centers will be developed to address the curriculum principles to provide hands-on activities and encourage children involvement stimulating language experiences.

The Jackson Parish Preschool Program shall be based on the following principles concerning human growth and development, and learning relative to high-risk four-year old children.

- 1. A child learns as a total person (emotionally, socially, physically, and intellectually.)**
- 2. Children grow at individual rates.**
- 3. Children learn through their senses.**
- 4. Children learn through active involvement and experiences.**
- 5. Children learn through attitudes as well as through content.**
- 6. Children learn through play.**

h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:

- 1. Opportunities to engage in free reading experiences at the classroom library.**
- 2. Stories read aloud by teacher.**
- 3. Demonstration of phonemic awareness by teacher using flash cards, manipulative, finger plays, songs, and pictures.**
- 4. Use of Listening Center- tape player with headphones and read-along books for students to use independently during learning centers.**
- 5. Manipulation of felt-board stories/magnet board stories.**

i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in:

- 1. Counting: blocks, coins, play store items;**
- 2. Measuring: heights, rice, sand, water;**
- 3. Graphs: fruits, students, play and store items;**
- 4. Patterns: sorting by color, shape, size, weight, height**

j) Describe the on-going assessment process that will be used to guide instruction.

On-going student assessment is accomplished using the DSC Pre and Post Test. The pre-test provides the system with data that is used to place students on appropriate learning levels. The post test provides growth assessment on students participating in the program.

1. Checklist of GLE's, Content Standards, and other skills taught. These are used daily, weekly, monthly-as appropriate.
2. Assessment portfolios-Work selections for different content areas(art, writing, language, math, etc) are collected periodically and filed for each child and later used to show parents/teachers the child's progression or deficiencies.
3. Progress reports are sent to parents periodically to show the areas covered and their child's progress.
4. Daily work logs-Each day the teacher or paraprofessional records what skills were worked on with each child.

All of these methods are used collaboratively by the teacher to see what skills have been taught, each child's progress, overall classroom progress, and which of these areas need to be re-taught.

k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.

The ECERS-R will be used in every aspect of the Pre-K program to ensure each child-regardless of abilities or background will receive a quality educational opportunity. ECERS-R will be used as a tool for daily schedules, room arrangement, playground equipment, teacher/child interaction, parental involvement, activities planned, materials provided, snack and meal planning, and teaching/modeling personal care habits. Teachers will also use the rating scale as a "self-check" of areas in need of improvement.

l) Describe plans for professional development for program staff:

Teachers will be involved in the following professional development activities:

1. Pre-K Orientation
2. Letter-People Inservice
3. Literacy Conference
4. Early Childhood Conference
5. Spaulding Training
6. Drug awareness workshops
7. ECRS Inservice

District sponsored professional development programs

m) Other related information that helps describe the project:

n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, parent activities, field trips, etc. (include calendar dates for holidays).

| Date | Activity |
|-----------------------------------|---|
| July/August 2010 | Prepare and Submit Grant Application |
| August 2010 | Screen and Select Children for the program |
| August 2010 | In-Service Teachers |
| August 2010 | Students enrollment/classes begin |
| August/September | Pre Test: Developing Skills Checklist |
| On-going | Assessment of Students |
| September 2010 | Parent/Teacher Workshop |
| September 6, 2010 | Labor Day |
| October 8-13 2010 | Fall Break |
| November 11, 2010 | Veterans Day |
| November 19-29, 2010 | Thanksgiving |
| December 2010 | Individual Portfolio Assessment: Parent/Teacher conference using portfolios |
| December 16, 2010-January 3, 2011 | Christmas |
| Fall 2010 | Creative Curriculum Checklist |
| January 2011 | Evaluation |
| January 2011 | Pre-K & Kindergarten Conference |
| January 17, 2011 | Martin Luther King |
| February 17-23, 2011 | Winter Break |
| Spring 2011 | Parent/Teacher Workshop: Hands-on-activities, learning center activities. |
| Spring 2011 | Professional Development Workshop for Teachers |
| Fall 2010/Spring 2011 | Field Trips |
| March 4-14, 2011 | Spring Break |
| April 21-26, 2011 | Easter |
| May 2011 | Post Test: Developing Skills Checklist |
| May 2011 | Individual Portfolio Assessment |
| June 2011 | Final Budget/End of Year Reports |
| | |
| | |
| | |

o) Attach a sample classroom schedule that meets Bulletin 741 requirements.

j) Provide a daily schedule for each class.

**Jackson Parish
PRE-K SCHEDULE**

Teacher: _____

School: _____

School System: _____

The following schedule will be modified to meet individual teacher/classroom requirements.

| Time | Activity | Teacher Directed Minutes | Student Initiated Minutes | Bathroom and Snack | Nap | Planning, Lunch, and Recess |
|--------------|---|---------------------------------|----------------------------------|---------------------------|------------|------------------------------------|
| 7:50-8:00 | Morning Center/Table activities/Bathroom | | 5 | 5 | | |
| 8:00-8:20 | Breakfast | | | | | 20 |
| 8:20-8:45 | Gross Motor Play/Outdoor Centers/Bathroom | | 20 | 5 | | |
| 8:45-9:00 | Morning Circle Time | 15 | | | | |
| 9:00-10:30 | Learning Centers | | 90 | | | |
| 10:30-10:40 | Cleanup/Restroom | | | 10 | | |
| 10:40-11:10 | Lunch/Planning | | | | | 30 |
| 11:10-11:30 | Gross Motor Play-Outdoor Play/Gym | 20 | | | | |
| 11:30-12:00 | Story time/Journals Activities | 30 | | | | |
| 12:00-1:15 | Nap | | | | 75 | |
| 1:15-1:25 | Snack Time/Restroom | | | 10 | | |
| 1:25-1:55 | Circle Time Literacy/Phonemic Awareness | 30 | | | | |
| 1:55-2:05 | Music/Restroom | | | 10 | | |
| 2:05-2:35 | Afternoon Group Activity | 30 | | | | |
| 2:35-2:50 | Indoor/Outdoor Centers | | 20 | | | |
| 2:50-3:00 | Restroom | | | 5 | | |
| 3:00-3:10 | Free choice Learning Centers | 10 | | | | |
| Total | | 135 | 135 | 45 | 75 | 50 |

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

| 1. Objectives | 2. How Measured | 3. Summarized Results |
|---|---|---|
| <i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i> | <i>Indicate the instrument to be used to measure each objective.</i> | <i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i> |
| Objective 1 of 3 Ninety percent of the parents of the children involved in the program will attend a minimum of 2 of the 4 activities during the 2010-2011 school year. | Parental involvement will be monitored by attendance and participation in the following activities: 1. Introductory open house 2. Educational workshops 3. Participation in student assignment Participation in student/parent activities | TO BE COMPLETED FOR END OF YEAR REPORT |

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

| 1. Objectives | 2. How Measured | 3. Summarized Results |
|---|--|---|
| <i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i> | <i>Indicate the instrument to be used to measure each objective.</i> | <i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i> |
| Objective 2 of 3 Eighty percent of the students participating in the program will score in the 2 nd , 3 rd , or 4 th quartile in language on the post administration of the Developing Skills Checklist for the 2010-2011 school year. | Developing Skills Checklist post test. | TO BE COMPLETED FOR END OF YEAR REPORT |

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS

Measurable Objective Form

2010-2011

| 1. Objectives | 2. How Measured | 3. Summarized Results |
|---|--|---|
| <i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i> | <i>Indicate the instrument to be used to measure each objective.</i> | <i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i> |
| <p>Objective 3 of 3</p> <p>Eighty percent of the students participating in the program will score in the 2nd, 3rd, or 4th quartile in math on the post administration of the Developing Skills Checklist for the 2010-2011 school year.</p> | <p>Developing Skills Checklist post test.</p> | <p>TO BE COMPLETED FOR END OF YEAR REPORT</p> |

Name: KASIE CAMILLE WOODS


Certificates or Permits:

☒ B 474899 Issued:4/25/2008
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(01) VALID FOR LIFE FOR CONTINUOUS SERVICE, 4/25/2008

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(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE,

Degree(s):

2002 B.S., LOUISIANA TECH UNIVERSITY

General Area(s) Of Certification:

(364) GENERAL SCIENCE, Grade(s):6-12, 7/20/2007

(101) KINDERGARTEN, 6/24/2002

(103) NURSERY SCHOOL, 6/24/2002

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Name: EMILY CAROL GANDY


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(P) Teacher must complete 150 CLUs of professional development over a five-year time period in order to have a higher level certificate renewed., 6/25/2008

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Valid For: 6/30/2005 - 6/30/2008, Not Valid

(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE, 6/30/2005

Degree(s):

2009 M.S., LOUISIANA TECH UNIVERSITY

2005 B.S., LOUISIANA TECH UNIVERSITY

General Area(s) Of Certification:

(553) SUPERVISOR OF STUDENT TEACHING, Grade(s):1-12, 6/25/2008

(101) KINDERGARTEN, 6/30/2005

(103) NURSERY SCHOOL, 6/30/2005

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